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THE UNIVERSITY OF ALBERTA
A COMPARISON OF THE SECONDARY SCHOOL
SOCIAL STUDIES PROGRAMS OF THE
PROVINCES OF CANADA

by



Roger I. Langevin

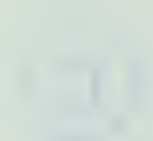
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THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE
OFFICE OF THE CURATOR
OF THE MUSEUM OF ARTS
AND ARCHITECTURE
500 EAST 57TH STREET
CHICAGO, ILLINOIS 60637



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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled A COMPARISON OF THE SECONDARY SCHOOL SOCIAL STUDIES PROGRAMS OF THE PROVINCES OF CANADA submitted by Roger I. Langevin in partial fulfillment of the requirements for the degree Master of Education.

ABSTRACT

This study was undertaken to investigate the secondary school social studies programs of the provinces of Canada. The thesis describes the objectives and content of provincial social studies programs, the organization of social studies content, and the differing social studies requirements to complete a given school program.

The information in the study was obtained from the official handbooks of the Canadian provinces and from correspondence with the various departments of education.

The investigation showed that, with the exception of Quebec Catholic, similarity exists in objectives and content of the provincial social studies courses. Most provinces use the single discipline approach to curriculum organization. The greatest quantitative difference in provincial social studies programs was in the time allotted to the social studies. This finding led to the conclusion that it was impossible to make a definite statement as to whether students in the various provinces were in fact taking the same social studies courses despite similarities in objectives and content.

In view of the findings, the study recommends: that social studies objectives should be practical and concrete, and reflect the changing nature of our society; that social studies content should include a balanced selection of subject matter from history, geography and the social sciences; that more elective courses be offered; that more attention be given non-western cultures; and, that there be an

inter-provincial agreement to teach a broad, yet specified area of social studies content in a designated grade.

The study recommends further research in the following areas:

- (1) the disparity existing in the time allotted to the social studies in the various provinces; (2) the advantages and disadvantages of various methods of social studies course organization; and (3) periodic comparisons of provincial social studies curricula.

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CHAPTER I

INTRODUCTION

The British North America Act of 1867 provided a federal system of government for the newly created nation of Canada.¹ In the allocation of powers the Act assigned control of education to each province.² By law, then, each province is responsible for the establishment and maintenance of an educational system. Much diversity in the field of education could grow out of this situation.

Diversity of education in Canada could, however, be caused by more than just the autonomy of the provinces in the field of education. The geographical nature of Canada may also contribute to differences in educational systems. Vast bodies of water, mountain ranges, and sweeping prairies emphasize distances in Canada and would seem to encourage regionalism. Economic factors must also be considered. The richer provinces are in a better position to spend more money on education than are the poorer provinces. Language, religion, and ethnic differences may also contribute to diversity in the field of education.

Provincial autonomy in the field of education, plus regional, historical, and cultural differences suggest that the curricula of the Canadian schools might differ. There are, however, some factors which tend to give uniformity to Canadian education. For example:

1. All provinces have been greatly influenced by recent curriculum developments in the United States.
 - i) Several provinces have adopted new courses in physics, mathematics, biology, and chemistry, bringing some sim-

ilarity into the mathematics and science programs.

ii) Such concepts as team-teaching and learning by discovery were adopted by many Canadian school systems after experimentation in the United States.

2. Periodically a man or a group of men gain prominence in their provinces and their influence is felt in other areas of the country. Such a person was Egerton Ryerson. Berry states that:

Ryerson and his cohorts had established the principle of governmental control of a uniform entrance examination to high school in Ontario in the 1870's and this principle was transferred to the North-West Territories and thence to Alberta... Thus was evolved the system of external school examinations, a system which we still have today...³

In addition to this Berry states that a strong central authority to prescribe curricula in the Province of Ontario developed under Ryerson, and this pattern of high centralized control of curriculum was transplanted to the West.⁴

3. The preparation, distribution and utilization of motion picture films, video-tapes, and other audio-visual materials expose school children from the various provinces to the same subject matter.

This incomplete list of unifying factors support the conclusions reached by Enns et al. They concluded that the provinces

...are concerned with the development of children as individuals and as prospective citizens of a democratic society. All stress the mastery of skills, the understanding of both natural and social environment, appreciation of the cultural heritage and development of sound

mental and physical health.⁵

Much of the debate over the differences and similarities in provincial curricula, however, has been of a generalized nature. Not many specific facts have been brought forward. In mathematics and science some common programs have been adopted, and evidence can be given as to the extent of the similarities and differences. In other subject areas, however, the problem appears to be more difficult. In the social studies no one program has been formulated which is acceptable to a number of provinces. All of the provinces, therefore, draw up their own social studies courses. The question can then be asked: What do the Canadian secondary schools teach in the social studies? To answer this question a study would have to be made of the provincial curricula in the social studies. Meredith states that:

...a national investigation would serve to identify and describe specific similarities and differences in Canadian secondary school curricula and would thus provide some basis for determining and assessing proposals for future improvements.⁶

STATEMENT OF THE PROBLEM

The problem can be stated in the form of a question: What are the similarities and differences in the secondary school social studies programs of the provinces of Canada?

More specially the purposes of this study are:

1. To make a comparison of provincial secondary school requirements in the social studies;
2. To identify similarities and differences in the objectives

and content of the provincial secondary school social studies curricula;

3. To ascertain what implications these similarities and differences may have on the curricula of the social studies in Canada;
4. To suggest courses of action and areas of further research.

SCOPE

This investigation deals with the courses of study in the social studies for Grades VII to XII inclusive. Since provinces differ in the organization of their secondary school grades, it is not possible to establish a unit of grades that will provide a completely equitable basis for analysis.⁷ Five provinces, Alberta, Manitoba, New Brunswick, Nova Scotia and Prince Edward Island, designate Grade VI as the final year of elementary education. Quebec's (Catholic) final year of elementary schooling is in Grade VII. The remaining provinces designate Grade VIII as the final year. The fact that this study is concerned with secondary school social studies and the fact that Grade VI is the final year of elementary education in five provinces would seem to make Grade VII a logical starting point for the study.

LIMITATIONS

1. The study was concerned with the social studies courses in effect in the school year of 1966-1967. Two provinces, British Columbia and New Brunswick, have indicated major

changes are pending.

2. In the discussion of course requirements (Chapter IV) emphasis was placed on the minimum number of courses required to complete a program. In the senior high schools, where optional courses are involved, it should be assumed that many students take more than the required minimum.
3. No course outline or textbook for Manitoba's "Human Geography 300" was available. Therefore, this study does not include this course.
4. The study covered a six year period of schooling beginning with Grade VII except for Quebec (Catholic) and Newfoundland which end their secondary schooling in Grade XI, and, therefore, a five year period of schooling was used for these provinces.
5. The Grade XIII social studies course of British Columbia and Ontario were not investigated.
6. The comparisons are descriptive, not evaluative.

DEFINITIONS

For the purpose of this study the following definitions were used:

Social Studies. Wesley and Wronski define the social studies as "the social sciences simplified for pedagogical purposes".⁸

Single and Interdisciplinary Social Studies Courses. Single and interdisciplinary are the terms which refer to different approaches to curriculum organization in the social studies. In an interdisciplinary

approach content is drawn from the social sciences but instruction is provided through units of work (focusing on the community, social process, or a period of history). In a single approach instruction is given in the separate disciplines of the social sciences.

Curriculum Guide. "Curriculum Guide", "course outline", and "course of study" were considered as synonymous. Katz states that a course of study is:

...an outline of content, usually in a subject field, which contains a brief explanation or exposition of the subject, a statement of specific aims, a summary outline, an organization of content, suggestions as to procedures, and also suggestions as to evaluating outcomes.⁹

Units and Topics. Courses in certain subjects are often organized in the form of divisions of subject matter. Where these have been organized around specific themes or central ideas each division may be called a unit. Where the division represents a convenient or logical section of subject matter each division may be referred to as a topic.¹⁰

University Entrance, Vocational and General Programs. Provincial departments of education set up various programs to meet the interests, needs, and abilities of their students. There seems to be no uniformity in the requirements and terminology from one province to another. In order to analyse these programs three categories were used: University Entrance, Vocational, and General.

A program which is designed to qualify a student for admission to a university was called University Entrance. A program which prepares a student for an occupation (a minimum of fifty per cent of the time is

spent taking courses for that occupation) was called Vocational.¹¹ A program which does not meet requirements for entrance to a university nor have sufficient vocational courses to meet the fifty per cent requirement was called General.

Quebec Catholic and Quebec Protestant. In 1964 the Quebec Department of Education structure was reorganized. A "Superior Council of Education", consisting of a Catholic committee and a Protestant committee, was established to advise the Minister of Education on matters pertaining to curriculum.¹² For the purposes of this study the Catholic curriculum will be referred to as "Quebec Catholic" and the Protestant curriculum "Quebec Protestant".

RESEARCH PROCEDURES

Sources of Data. Provincial departments of education publish official statements concerning the subjects and courses offered in the public schools. The investigator wrote a letter to each provincial department of education requesting programs of study in the social studies for Grades VII to XII inclusive. All provinces responded to the request.

Three provinces, Ontario, New Brunswick and Manitoba, included mimeographed materials, booklets and pamphlets in addition to the programs of study. A second letter was sent to three provinces, Newfoundland, New Brunswick and Prince Edward Island, asking specific questions for clarification and additional information.

None of the curriculum materials supplied by the provinces gave any indications as to the length of the school year. Therefore, another

letter was sent to each of the provinces requesting this information. Again, all the provinces responded.

Treatment of the Data. Four features were selected to provide a frame of reference to compare social studies programs: (1) requirements; (2) objectives; (3) content; and (4) organization of content.

Requirements. The number of required courses in the social studies and the time allotted to each was used to compare the emphasis placed on the social studies in the ten provinces. The "clock-hour" was used as the basis for comparison of the time spent in social studies instruction. Wangerin's¹³ formula was employed:

$$\frac{\text{minutes per class period} \times \text{periods per week} \times \text{weeks per year}}{60 \text{ minutes}} = \begin{matrix} \text{clock hours} \\ \text{one year} \end{matrix}$$

Comparisons were made in these routes: (1) University Entrance; (2) Vocational; (3) and General.

Objectives. The objectives were divided into those relating to knowledge of the subject, to attitudes and values, and to skills. In order to analyze the first two objectives, lists were compiled for an examination of the program of study for each province. These two lists were then consolidated to avoid more differences in wording. To analyze the third objective, a checklist was used. The Appendix of the thirty-third yearbook of the National Council for the Social Studies has a guide to the analysis of social studies skills.¹⁴ From this guide the checklist was prepared. Each time a curriculum guide was referred to a social studies skill, this skill was checked off. From this checklist

an indication was obtained as to which provinces emphasize skill development. The checklist also indicated which skills were emphasized.

Content. Because the social studies synthesizes and applies the knowledge of the social sciences, an analysis was made of the degree to which the various social science disciplines were emphasized. This analysis was made by three graduate students in secondary social studies. Two of the students had extensive teaching experience. The three judges, working independently, examined every unit of every course to determine the discipline emphasized. If any disparity existed as to choice of discipline, the investigator brought the judges together and an attempt was made to reach a consensus. If a consensus could not be reached the investigator gave equal consideration to the disciplines in question for that particular unit.

There was also a sub-categorization within each discipline to determine which topics or content were most often covered. This also gave an indication of areas of similarities and differences in the provincial curricula.

Organization of the Content. The publications of provincial systems of education gave some indication as to how courses in the field of social studies were organized. The study investigated whether the provinces used single or interdisciplinary approaches to social studies course organization.

Justification for the Procedure. As this study used curriculum

guides as the major source of information, it seemed logical to use some features listed in the definition by Katz of a curriculum guide as a frame of reference to make comparisons. These features were: objectives, an outline of the content, and an organization of the content.

In addition to this, an investigation into the number of required courses and time allotments in the various social studies program was essential to compare the extent to which the provinces emphasize the social studies. Time allotments were calculated by the same formula used in the Wangerin study. Wangerin states that the use of clock hours is justified "by the most universal use which educational administration makes of the time criterion in defining and measuring academic progress of pupils and students."¹⁵

Arrangement of the Provinces. The two educational systems in Quebec were investigated separately and all tables which indicate comparisons of all provinces show the two systems as separate.

Organization of the Material. Chapter II has been devoted to a description of social studies objectives. Chapter III discusses the content of provincial social studies programs and the organization of these programs. Provincial requirements and time allotments are compared in Chapter IV. The conclusions and recommendations are contained in Chapter V.

RELATED STUDIES

Walter Wangerin made the national study of minimum requirements for graduation from secondary education in the provinces of Canada in 1958.¹⁶ He investigated subject, diploma, and matriculation requirements as well as differences in school organization and educational terminology. His proposition that numerous and important differences exist was sustained, although he could not discern any pattern in these differences. He reached the conclusion that because of the shrinkage of distances from sea to sea and the increasing mobility of the Canadian population the problem of differences was so large that it could no longer be ignored.

In 1963 James R. Meredith made a study of the courses of studies in the secondary schools of Canada.¹⁷ The investigation was based on the assumption that there were significant similarities and differences in the secondary school courses of Canada. Meredith limited his scope of investigation to those subjects commonly required by the provinces for entry to a university. Of particular interest were their aims, scope and organization in each of the subject areas.

It was discovered that there are aims common to the majority of the provincial systems. Few aims relating to the improvement of society were noted. The investigator suggested, therefore, that Canadian schools are not greatly influenced by a reconstructionist philosophy of education.

Meredith concluded that his investigation showed that there were more similarities than differences in content, particularly in the areas

of English, social studies and mathematics. In the social studies he stated that most provinces are concerned with developing an ability to think critically, inculcating a sense of values, providing a knowledge of Canada and world progress, and giving some elementary understanding of geography.

Differences among provincial social studies courses appeared to be more a matter of differences in intensity of depth than of actual content. There seemed to be no uniform pattern across Canada for organizing courses. There were, however, certain organizational practices common to most provinces. These were:

1. The practice of prescribing one or more texts for each course in each subject;
2. The prescription of specific amounts of time for teaching each course;
3. The organization of the courses according to subject matter.

Meredith's work was intended to give a broad view of the subject matter requirements in the provinces. A detailed picture of any one subject area cannot be gleaned from this study. Meredith, however, did not intend his study to be an in-depth analysis of each of the subject areas. Thus he suggested that in the future the individual subjects be surveyed more carefully. This study is an attempt to provide such an in-depth analysis of the social studies field.

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7. Canadian Education Association, "The Preparation and Issuing of General Secondary School Curricula" (unpublished report prepared by the Association from information supplied by the provincial Department of Education, 1960), p.2.
8. Edgar B. Wesley and Stanley P. Wronski, Teaching Social Studies in High Schools (Boston: D.C. Heath and Company, 1958), p.3.
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10. Meredith, op.cit., p.8.
Meredith's definitions of unit and topic have been accepted for the purpose of this study.
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14. Helen M. Carpenter (ed.), Skill Development in Social Studies (Thirty-Third Yearbook National Council for the Social Studies, Washington, D.C., 1963), pp.313-327.

15. Wangerin, op.cit., p.11-12.
16. Wangerin, ibid., pp.1-225.
17. Meredith, op.cit., pp.1-117.

CHAPTER II

SOCIAL STUDIES OBJECTIVES

This chapter makes a comparison of the stated social studies objectives of the provinces of Canada.

Provincial curriculum guides were the source of material for this chapter. The guides usually contain a list of objectives in the social studies. The four western provinces, British Columbia, Alberta, Saskatchewan, and Manitoba, divide the list of objectives into three categories: (1) attitudes and values; (2) knowledge; and (3) skills. The remaining provinces do not list the objectives under sub-sections. For the purposes of this study the categories used by the western provinces were employed.

A list of all the objectives relating to attitudes and values was compiled. The list was then consolidated to avoid differences in wording. The consolidation yielded the information presented in Table I. The same procedure was used for compiling the objectives relating to knowledge. A checklist was used to categorize social studies skills. The checklist was prepared from a guide used in the thirty-third year-book of the National Council for the Social Studies.¹ The use of the checklist provided information as to which social studies skills were emphasized and which provinces mention development.

Attitudes and Values. Table I lists the attitudes and values mentioned in the provincial curriculum guides. All provinces mentioned that the social studies should produce better citizens. In Prince Edward Island because citizenship is the main goal "in some respects the

TABLE I

SUMMARY OF OBJECTIVES RELATING TO ATTITUDES
AND VALUES AS STATED IN PROVINCIAL
PROGRAMS OF STUDY

Values and Attitudes	Number of Provinces
Citizenship - Social Responsibility	11
Respect and Tolerance	9
Appreciation of Historical Heritage	9
Commitment to the Democratic Ethic	8
Patriotism	4
Interest	4
Courtesy	3
National Unity	2
Altruism	2
Industry	2
Self-respect	2
Religious Reverence	2
Scientific Viewpoint	2
Aesthetic Appreciation	2
Promptness	2
Honesty	1
Love of Truth	1
Sense of Excitement	1

social studies programme is the most important of the school life."²

In Saskatchewan citizenship includes "alertness to civic and social responsibilities, and willingness to respond with action either individually or co-operatively".³ "Le development des qualités du bon citoyen ... ses responsabilités envers les autres et la société"⁴ and "le sens social"⁵ is the statement in Quebec Catholic.

All provinces except Manitoba and New Brunswick mention that the social studies should inculcate respect for, and tolerance of, the rights of individuals, minorities, and people of different races, colors, and cultures. Alberta's guide states that the social studies program is based on "such general concepts as the brotherhood of man, the equality of the sexes, and the genuine worth of the individual".⁶ "Tolerance of and a widened sympathy for, people of other races and other civilizations",⁷ is the aim in Nova Scotia.

British Columbia includes a fairly extensive list of attitudes and values that are desirable: religious and political tolerance, appreciation of other communities and nationalities, respect for rights and opinions of others, and the right to individuality in life.⁸

Eight provinces state that the social studies should instil an attitude of commitment to the democratic way of life. Quebec Protestant, Nova Scotia, and New Brunswick make no mention of this objective. British Columbia's guide mentions that the social studies should lead the student:

to a realization of the need for government, the preference, but not necessarily inevitability, of self-government... that democracy is not a framework for anarchic liberty and licence, but rather a form of

government wherein law and authority are imperative.⁹

"Appreciation of the evolution and functions of democratic government"¹⁰ is the goal in Ontario.

All of the provinces except Quebec Protestant and Prince Edward Island state that an appreciation of the historical heritage is a worthwhile objective of the social studies. Newfoundland's statement seems to sum up the thinking of the nine provinces:

...although we cannot alter what has happened in the past, we can take courage, draw inspiration, or take warning, from a study of the past and so manage our affairs that our economic and social status can be raised and our security assured.¹¹

British Columbia, Ontario, Quebec Catholic and New Brunswick mention patriotism as an objective of the social studies.¹² The four provinces agree that the affection for Canada must be "reasoned".¹³

In Quebec Catholic "entretenir la curiosité des choses de l'histoire nationale, cultiver l'intérêt qu'elles suscitent" is mentioned as an objective.¹⁴ Nova Scotia also mentions that "interest" in the social studies is a desirable objective and is unique among the provinces in that "enjoyment" is mentioned as a goal.¹⁵ British Columbia and Ontario also feel that "interest" is of importance.¹⁶

Saskatchewan and New Brunswick state that the social studies should develop a desire to contribute to national unity and progress.¹⁷ In Alberta reverence "marked by a conviction of Deity, and a regard for His supreme handiwork, mankind"¹⁸ and in Quebec Catholic, "l'amour de l'Église"¹⁹ express desired religious attitudes. "Altruism" is mentioned by British Columbia and Quebec Catholic,²⁰ "courtesy" by British

Columbia, Manitoba, and Quebec Catholic,²¹ "industry" by British Columbia and Manitoba,²² "self-respect" by Alberta and Newfoundland,²³ "aesthetic appreciation" by Nova Scotia and British Columbia,²⁴ "scientific view-point" by Alberta and Newfoundland,²⁵ "honesty" by Saskatchewan,²⁶ "love of truth" by British Columbia,²⁷ "promptness" by British Columbia and Manitoba,²⁸ and "a sense of excitement by Quebec Protestant."²⁹

Knowledge of the Subject Matter. "The prior ranking of knowledge among social studies objectives is intended to emphasize the fact that knowledge provides the only sure basis to understanding."³⁰ The preceding quote is taken from the British Columbia curriculum guide. In Quebec Catholic the aim is "faire connaitre les faits marquants" so as "établir une base à la compréhension de notre monde contemporain."³¹ British Columbia, Alberta, Quebec Catholic, New Brunswick, Manitoba and Nova Scotia stress that the mere accumulation of factual knowledge is not an objective of the social studies.³² All six stress the learning of what British Columbia calls "meaningful facts."³³

Saskatchewan and Prince Edward Island have identical statements: the social studies "should provide a body of sound factual knowledge."³⁴ Every province stresses the importance of historical knowledge.³⁵ The Nova Scotia statement reads: "the student should learn that the roots of present things are deeply laid in the past; that history is one key - a key for which there is no substitute - to an understanding of the present."³⁶ The Newfoundland statement is similar: "all national and international problems have their roots in history and their origin and nature must be known before an intelligent solution of them can be undertaken."³⁷

All provinces except Prince Edward Island mention the importance

of geographical knowledge.³⁸ It is felt that geography should be used to explain man's relationship to his environment and to explain the interaction of human and natural agencies. Quebec Catholic is the only province to mention that geographical knowledge should be used to facilitate the study of history.³⁹

Political science is mentioned by all provinces except Quebec Protestant and Prince Edward Island.⁴⁰ The consensus is that factual knowledge of political science is necessary for an understanding of the activities of government, political trends in the world at large, and the proceedings of international bodies. It is also felt that knowledge of our political institutions and their evolutionary growth can be used to strengthen the values and attitudes of social responsibility and commitment to the democratic ethic.

Only three provinces refer to knowledge of economic phenomena. The Alberta guide states there must be knowledge of the economic system;⁴¹ Nova Scotia, knowledge of economic trends;⁴² and Newfoundland, knowledge of economic advance.⁴³

Three provinces state that a knowledge of society is important. New Brunswick's objective is to "develop an understanding of our social organization."⁴⁴ In Newfoundland there should be an awareness of social problems.⁴⁵ A knowledge of the culture and values of the society is an objective stated in the Alberta outline.⁴⁶

Skills. Table II presents a summary of the social studies skills which the provincial curriculum guides identify for the teacher. The skill categories "critical thinking" and "evaluating information" will

TABLE II

SUMMARY OF OBJECTIVES RELATING TO SOCIAL
STUDIES SKILLS AS STATED IN PROVINCIAL
PROGRAMS OF STUDY

SKILLS	British Columbia	Alberta	Saskatchewan	Manitoba	Ontario	Quebec (P)*	Quebec (C)*	Nova Scotia	New Brunswick	Prince Edward Island	Newfoundland	Total
Locating information	X	X	X	X		X	X					6
Organizing information	X	X	X	X	X			X				6
Evaluating information	X	X	X	X	X	X	X	X		X	X	10
Acquiring information through Reading	X	X	X	X	X			X			X	7
Acquiring information through listening and observing		X	X									2
Communicating orally and in writing	X	X	X	X	X			X			X	7
Interpreting charts, graphs, tables	X	X	X	X	X		X	X				7
Working with others	X	X		X	X		X			X		6
Reading Social Studies Materials	X	X	X	X	X			X			X	7
Critical Thinking	X	X	X	X	X	X	X	X		X	X	10
Interpreting Maps and Globes	X	X	X	X	X	X	X	X		X	X	10
Understanding Time and Chronology		X	X	X	X			X		X	X	7
Total	10	12	11	11	10	4	6	9	-	5	7	

* Abbreviations: Quebec (P): Quebec Protestant
Quebec (C): Quebec Catholic

be discussed together because the guide in the Appendix of the Thirty-Third Yearbook of the National Council for the Social Studies includes the evaluation of information as part of critical thinking.⁴⁷ The sixth chapter of the yearbook discusses the whole question of reading.⁴⁸ No distinction is made between "acquiring information through reading" and "reading social studies materials" as they are part and parcel of the same thing. Again, to avoid any unnecessary repetition, the two skill categories will be jointly discussed.

Critical thinking is mentioned by all provinces except New Brunswick. The British Columbia guide states that students "should receive constant training in critical thinking, in evaluating source material, and in detecting, analyzing and appraising propaganda wherever and whenever it appears."⁴⁹ In Saskatchewan, students should be able to "identify and attempt to understand community, national and world problems, and to think objectively and constructively about such problems."⁵⁰ The aim in Ontario is to "develop sound thinking and balanced judgement."⁵¹ In Quebec Catholic "l'élève doit être encouragé continuellement à réfléchir, à formuler ses opinions, à tirer ses conclusions."⁵²

All provinces except New Brunswick mention that training in the interpretation of maps and globes is part of social studies instruction. The provinces seem to be in agreement that it is "useless to talk about a place if a pupil has no idea where it is or what it is like."⁵³

Another skill that is stressed is the ability to communicate both orally and in writing. The Alberta curriculum guide deals with this aspect more extensively than any other provincial guide:

...the keynote is communication, a basic skill for all learning of a social nature. Verbal fluency is closely related to success in social studies. Words are symbols, and serve as a function in communication only so long as they have the same meanings and connotations for all persons using them... The social studies pupil should develop those writing skills which will enable him to write clear and comprehensive statements...⁵⁴

In Nova Scotia students should be trained to seek out essential facts and to write them in correct and cogent English as well as to give concise oral expression to important facts in one or two well constructed phrases.⁵⁵ The Manitoba guide states that students "should learn to organize their thoughts and to express them clearly."⁵⁶ "To make records and reports in good form, with due regard to accuracy and effective expression"⁵⁷ is the objective in Saskatchewan. British Columbia states that the objective is to be able "to prepare good oral and written reports."⁵⁸

The ability to read, and particularly the ability to read social studies material is a prime concern of the provinces. The Manitoba guide identified three types of reading skills to be developed:

1. thorough reading in which the pupil must follow the content closely in order to master ideas presented by the reader;
2. skimming, which the pupil uses when it is necessary to locate desired information quickly, and
3. associational reading in which the pupil combines his own experiences with the material read.⁵⁹

"To read with accuracy and comprehension, to discern what is relevant, to select what is important" is the objective in Nova Scotia.⁶⁰ In Saskatchewan there is a distinction made between reading extensively material

for study and for reading rapidly material for skimming.⁶¹ The goal in British Columbia is "to read social studies materials with understanding."⁶²

Understanding time and chronology is a social studies skill mentioned by seven of the provinces. Saskatchewan and Prince Edward Island use identical phrasing: "the social studies should awaken a consciousness of the chronological sequences of events in human history."⁶³ Manitoba and Nova Scotia recommend developing the ability to make time charts because the time line "is a splendid graphic way of showing time in relationships between events"⁶⁴ and "helps develop in the student the concept of historical time."⁶⁵ In Newfoundland a goal "is the ability to see the present from various vantage points in the past."⁶⁶

Skill in locating and organizing information is mentioned by six provinces. Manitoba categorizes this skill into three sections: (1) use of reference materials; (2) preparation of reports; and (3) facility in the use of typographical devices. Under each category is a list of sub-skills to be taught by the teacher.⁶⁷ In British Columbia the student should acquire skill in the use of "a dictionary, an encyclopedia, a map, an atlas, a library card catalogue, an index, a yearbook such as the Canada Yearbook" and should learn "how to outline social studies material."⁶⁸

The ability to work with others is also a stated objective of the social studies. In British Columbia this includes the ability to do committee work, to take part in social studies discussion, and to make use of Parliamentary procedure.⁶⁹ Another province, Quebec Catholic, asks teachers to encourage "les entreprises libres par groupes."⁷⁰

Manitoba, Ontario and Prince Edward Island mention "co-operation" as an objective.⁷¹

Interpretation of graphic materials other than maps and globes is also stressed by the provinces. Skill in the use of charts and graphs is an objective in Saskatchewan.⁷² How to read simple graphs, pictorial graphs and cartographs, percentages and statistical tables are skills mentioned in the British Columbia Guide.⁷³

Only two provinces, Alberta and Saskatchewan, mention the development of listening and observation skills to aid in the acquiring of information.⁷⁴

SUMMARY

Citizenship is mentioned as a goal of social studies instruction by all the provinces of Canada. All provinces except Manitoba and New Brunswick state that respect for, and tolerance of, others is a desirable objective. Quebec Protestant, Nova Scotia and New Brunswick are the only provinces which do not mention that social studies instruction should inculcate a commitment to the democratic way of life. An appreciation of the historical heritage of Canada is mentioned as an objective by all provinces except Quebec Protestant and Prince Edward Island. Other values mentioned include patriotism, interest, altruism, industry, and aesthetic appreciation but not one of these values is listed by more than four provinces.

The provinces seem to be in agreement that the acquisition of knowledge is a desirable objective of social studies instruction. The

provinces, however, give no criteria for the selection of content other than facts learned should be "meaningful." All provinces mention the importance of the acquisition of historical knowledge. Prince Edward Island is the only province which does not make reference to geographic knowledge.

All provinces except New Brunswick discuss skill development in the social studies. Such skills as critical thinking, interpretation of graphic materials, understanding time and chronology, and locating, organizing and evaluating information are mentioned by a majority of the provinces as desirable skill objectives in the social studies. The skill "acquiring information through listening and observing" is mentioned by only two provinces, Alberta and Saskatchewan.

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CHAPTER III

SOCIAL STUDIES CONTENT

The curriculum maker in the social studies faces a difficult task in drawing from a vast amount of facts and ideas a limited, manageable amount of subject matter for instructional purposes. There is the added burden of determining the manner in which the content is to be organized. The purpose of this chapter is to describe the content of the provincial social studies programs and to indicate how these courses have been organized.

To determine the content of the social studies programs, the investigator had three judges examine every unit of every course. The judges, who worked independently, were asked to (1) determine the discipline emphasized in each unit; (2) give the main theme of every unit; and (3) give the main theme of every course. Very little disparity existed amongst choice of the judges. The curriculum guide for Quebec Catholic is written in French. None of the judges knew French well enough to include Quebec Catholic's course of study outline in his analysis. The investigator, therefore, had to examine the curriculum materials for this province.

Provincial curriculum guides were the basic source of material for this chapter. However, in cases where the curriculum outline did not provide sufficient information recommended textbooks were used to supplement the guides.

HISTORY

History is the most commonly taught subject in the social studies. A knowledge of Canada's political, social and economic history is stressed by all provinces. Table III gives a province by province summary of the grades in which Canadian history is the main theme. The table shows that all provinces study Canadian history at least two years within the six year period under investigation. "Canada" is the main theme in four grades in the Quebec Catholic school system.¹

Students in British Columbia study "Canada's background, growth and place among nations" in Grade VIII.² The Grade XI course is mostly a repetition of the Grade VIII program except that in the former course more emphasis seems to be placed on Canada in the world today.³

"Canada" is used as the focal point for all of Alberta's social studies courses. The main theme in Grades VII and XII is Canadian history but Grades VIII, IX, and XI contain topics which are classified as Canadian history.⁴

The Grade VIII social studies program in Saskatchewan emphasizes Canadian historical development from Confederation to the present.⁵ Grade XII social studies partially repeats the Grade VIII course in that the scope is from early Canadian development to post-World War II Canadian problems.⁶ Manitoba's Grade VIII history course surveys Canada from its early beginnings to the present.⁷ The Grade XI program in the University Entrance route is mainly a repeat of the Grade VIII course.⁸ Grade XI students in the general route study Canada's historical development since 1867.⁹

TABLE III

PROVINCES BY GRADES IN WHICH CANADIAN HISTORY IS
THE MAIN THEME OF THE SOCIAL STUDIES COURSE

PROVINCE	GRADE					
	VII	VIII	IX	X	XI	XII
British Columbia		X			X	
Alberta	X					X
Saskatchewan		X				X
Manitoba		X			X	
Ontario	X	X		X*		
Quebec (C)**	X	X	X		X	
Quebec (P)**				X		X
Nova Scotia	X					X
New Brunswick	X	X				
Prince Edward Island	X	X		X		
Newfoundland	X		X			

*

Titled "The History of Canada, Britain and the U.S.A. from 1901 to the Present." The curriculum guide mentions that emphasis is upon Canada.²

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Abbreviations: Quebec (C) - Quebec Catholic
Quebec (P) - Quebec Protestant

Ontario has a three year sequential program in Canadian history. Grade VII deals with early Canadian development to the year 1800. In Grade VIII the period from 1800 to 1900 is covered, and Grade X covers the years 1900 to the present.¹⁰

Students in the Quebec Catholic system study the period of Canadian history from 1760 to Confederation in Grade VII, from Cartier to 1760 in Grade VIII, and from 1760 to the present in Grade IX.¹¹ The Grade XI history course deals with the French and Catholic civilization of Canada.¹² It should be noted that Canadian history courses in Quebec Catholic could more appropriately be called "History of Quebec." The Grade XI program, in particular, is, for all intents and purposes, a history of the province of Quebec.

Quebec Protestant's courses in Grades X and XI are survey courses from the early development of Canada to Canada in the present century. While there is some duplication of material covered, the Grade XII program emphasizes the constitutional development of Canada since 1867 and Canada's role among nations. Therefore, it has units titled "Canada and Great Britain", "Canada and the Commonwealth", "Canada and the United States" and "Canada's Relationship to International Organizations."¹³

Nova Scotia's Grade VII and XII courses survey Canadian history. The Grade VII course emphasizes pre-1867 events while the Grade XII course, titled "Canada in the Modern World" appears to emphasize the period from 1867.¹⁴ In New Brunswick Grade VII students study pre-1800 Canadian history and Grade VIII students follow from 1800. The Grade IX course, titled "Canada Today", has a unit on New Brunswick's history

and economy.¹⁵

Prince Edward Island follows the same pattern as New Brunswick in Grades VII and VIII.¹⁶ However, in Grade X a survey of Canadian history is taken which appears to repeat much of the content covered in Grades VII and VIII.¹⁷

Students in Newfoundland study the 1800-1900 period in Canadian history in Grade VII.¹⁸ In Grade IX a survey of Canada from 1497 to 1950 is taken.¹⁹ It should be noted a good deal of emphasis in the Grade IX course is placed upon the development of Newfoundland as a separate entity from Canada prior to 1949.

Typical units of study in Canadian history include the French colonial period to 1760, the British colonial period from 1760 to 1867, Confederation and post-Confederation happenings, and Canada's role among nations in the present century.

Ten provinces have courses which emphasize ancient and medieval history. Table IV presents a summary of the grades in which ancient and medieval, modern world and British history are offered. Alberta's Grade X course has units on ancient and medieval history, but ancient and medieval history cannot be considered as the main theme of the whole program.²⁰ In Quebec Catholic, pupils in the "scientifique" route take ancient and medieval history, but pupils in the "général" route do not.²¹

Typical units in ancient and medieval history include: prehistoric times, the beginnings of civilization (especially in the Near East), Greece, Rome and medieval times. Ontario, Newfoundland and Prince Edward Island include units on the early civilization of India and China.²²

Alberta, Saskatchewan, Quebec Catholic, Quebec Protestant, Nova Scotia, Prince Edward Island and Newfoundland have special units on world religions.²³ Alberta also has an elective unit in Ancient Philosophy.²⁴

All provinces have at least one course in which the theme is world history. The provinces seem to be in agreement that the modern period begins with the Renaissance or approximately in the year 1500. Saskatchewan and New Brunswick divide the modern world history course into two years of consecutive study.²⁵ Quebec Protestant also has two courses but much the same material is repeated. However it should be noted that Grade IX is concerned with the development of individual countries while the Grade XI program is more concerned with movements such as socialism, nationalism, and imperialism.²⁶ Modern world history is the main theme of Alberta's Grade XI course. The Grade XII course, titled "Canada in the Modern World", emphasizes Canadian development in this century but has units in modern world history.²⁷

There appears to be great similarity in the topics covered by the provinces in modern world history. All provinces touch upon the following topics:

1. Renaissance and Reformation.
2. The revolutions, particularly the Industrial, French, American and Russian revolutions.
3. Nationalism and Imperialism.
4. World War I.
5. Inter-world war developments, particularly the rise of dictatorships in Russia, Italy and Germany, the economic

TABLE IV

PROVINCES BY GRADES IN WHICH ANCIENT AND MEDIEVAL,
MODERN WORLD, OR BRITISH HISTORY IS THE MAIN
THEME OF THE SOCIAL STUDIES COURSE

PROVINCE	ANCIENT-MEDIEVAL	MODERN WORLD	BRITISH
British Columbia	VIII	X	
Alberta		XI	
Saskatchewan	IX	X, XI	
Manitoba	VII	XII	IX
Ontario	XI	XII	IX
Quebec (C)**	VIII, IX*	X	
Quebec (P)**	VIII	XI	VII
Nova Scotia	X	XI	VIII, IX
New Brunswick	X	XI, XII	
Prince Edward Island	XI	XII	IX
Newfoundland	X	XI	VIII

*

Students in the "général" and "scientifique" route take Canadian history in Grades VIII and IX. In addition to this, students in the "scientifique" route take ancient and medieval history.²²

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Abbreviations: Quebec (C) - Quebec Catholic
Quebec (P) - Quebec Protestant

depression, and the prelude to World War II.

6. World War II.

7. Post-war developments, particularly the cold war tensions and the United Nations.

Provincial world history courses could also be titled "the development of Western Civilization." Very little content is drawn from non-Western countries. Afro-Asian countries are usually discussed in connection with cold-war developments and India-Pakistan in connection with British imperialism and/or the Commonwealth.

British Columbia's "History 91" is an advanced elective course in the field of later modern history.²⁸ The first eight units discuss the progress and problems of post-war Britain, the United States, France, Germany, Eastern Europe, Russia, Afro-Asia, the Far East, Latin America and the Commonwealth. The ninth unit ties matters together under the heading "World in Transition".²⁹

Five provinces, Manitoba, Ontario, Quebec Protestant, Prince Edward Island and Newfoundland, offer the history of Great Britain as the main theme of one social studies course.³⁰ Nova Scotia covers British history in a two year course.³¹ Courses in British history show great similarity in the topics emphasized:

1. Early tribes to Roman times.
2. Medieval Britain with emphasis on the feudal system.
3. The reformation.
4. Constitutional developments.
5. Exploration and imperial expansion.

6. The Industrial Revolution.

7. Britain in the Twentieth Century.

The provinces which do not offer British history as a major theme of their courses have, however, a unit or units on Britain. Unit I of British Columbia's Grade VIII course is called "Our British Background" and Unit VIII of "Social Studies 30" deals with Canada and the Commonwealth.³² As mentioned previously "History 91" has a unit on Britain.³³ Alberta's Grade VIII course has a unit titled "How Britain developed a Democratic System."³⁴ The unit surveys Britain's parliamentary development from 871 to the granting of universal suffrage in 1928. In Grade XI two units again trace the growth of British parliamentary institutions.³⁵ A unit in Saskatchewan's Grade VIII course titled "Our British Background" traces Britain's development from the Celts to the defeat of the Armada.³⁶ Britain's role in the seventeenth and eighteenth centuries is discussed in the Grade X modern history course.³⁷ Quebec Catholic's coverage of British history appears to be quite limited. Usually discussion of Britain pertains to the conquest of 1759 and deals with French Canada's struggle to retain its identity from that point in time.³⁸ It should be noted that all provinces discuss Britain in their modern world history courses.

Only Alberta has the "Commonwealth" as the main theme of a course.³⁹ All other provinces mention Commonwealth developments but this is usually done within the context of British or world history.

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American history is the main theme of Manitoba's Grade X course. Ontario's Grade X course deals with British, Canadian, and American his-

tory since 1901 but emphasis is placed upon Canadian history.⁴¹ Every other province discusses United States history in the world history courses or in the Canadian history courses. Typical topics include the Revolution, the Civil War, the United States as a world power and the influence of the United States upon Canada.

The history of Latin America received limited coverage. Alberta's Grade IX course focuses on the Western Hemisphere and appears to devote more attention to Latin America than do the other provincial programs.⁴² Ontario, Quebec Catholic, Quebec Protestant, New Brunswick and Prince Edward Island discuss Latin American Independence movements in the early 19th century.⁴³ Little else about Latin America is discussed. British Columbia's "History 91" discusses Latin America's political and economic problems.⁴⁴

Alberta's Grade X social studies course contains elective units which are classified as history: "Development of Western Literature", "Education" and "Development and Nature of Legal Authority."⁴⁵ These units appear to be unique among the provinces.

GEOGRAPHY

Next to history, geography is the most commonly taught subject in the social studies. All provinces appear to place great emphasis upon geographical knowledge but a good deal of variation is found in the courses of study outlines. Many of the same topics appear in all courses but they are not necessarily given the same emphasis. In the discussion that follows a distinction will be made between subject matter which

has been prescribed as the main theme of one or more courses and subject matter which has been prescribed in the form of units or sections within a course.

A study of the physical, economic, and human geography of Canada is common to all provinces. British Columbia's Grade VIII social studies course has a unit on the physical geography of Canada and a unit on the economic geography of Canada.⁴⁶ The latter unit has a topic on the physical, economic, and human geography of British Columbia. The "Social Studies 30" course in Grade XI has a unit on Canadian geography, with the emphasis on physical and economic geography.⁴⁷ "Social Studies 32", an elective course, is titled "The Physical and Human Geography of British Columbia."⁴⁸ The course discusses the physical features, economy, and population distribution of British Columbia. "Social Studies 33", although in the main a world geography course, has a unit on Canada's Northland.⁴⁹

Alberta's Grade VII course has a unit on the physical and economic geography of Canada.⁵⁰ The Grade XII course also has a unit on Canadian geography.⁵¹ Saskatchewan's "Social Studies XII" has a brief unit on the physical regions of Canada.⁵² An elective course in Grade XI deals with the geography of North America.⁵³ North America is divided into physiographic regions, and the economy and the problems faced by the people of each region are discussed.

Students in Manitoba have a unit of Canadian geography in Grade VIII.⁵⁴ The General program's "Geography 101" has a unit on the geography of Canada plus a unit on the physical, economic and human geography

of the local region.⁵⁵ The University Entrance, "Geography 100", covers the geography of North America and also has a unit on the local region.⁵⁶ In Grade XI a regional geography of the Americas places emphasis upon Canada.⁵⁷

The main theme of Ontario's Grade VII geography course is Canada.⁵⁸ Included in the course is a unit on the local region. In Quebec Catholic's Grade XI geography program the main theme is Canada with special emphasis placed upon the study of the home province.⁵⁹ The physical, economic and human geography of North America is the main theme of Quebec Protestant's Grade XI geography course.⁶⁰ Grade VII students in Nova Scotia and Newfoundland study the geography of Canada and the United States.⁶¹ The Grade XI geography course in Newfoundland is also devoted to the study of Canada.⁶² The Grade IX history course in New Brunswick has a unit on the physical and economic geography of Canada. Within the unit is a special topic related to the home province.⁶³ Grade X geography in Prince Edward Island is devoted to a study of Canada, the United States, and Asia.⁶⁴

World geography is offered by all provinces. British Columbia's "Social Studies 10" and the elective course "Geography 91" are concerned with world geography.⁶⁵ Another elective course, "Social Studies 33", is an economic geography course primarily concerned with world food production, manufacturing, trade, and transportation.⁶⁶

Alberta's "Geography 20", an elective, is a world geography course.⁶⁷ A unit in Saskatchewan's Grade VII Social Studies discusses the physical features of the earth.⁶⁸ An elective course in Grade X

is concerned with world geography.⁶⁹

Students in the General route in Manitoba have a unit in world geography in Grade X, a course in world geography in Grade XI, and an economic geography course in Grade XII.⁷⁰ Of particular concern in the economic geography course are the economies of under-developed nations. The "Modern World Problems", "Social Studies 301", has a unit of the population problems facing the world.⁷¹ Students in Grade XII of the University Entrance route take a human geography course.⁷² The course of studies and the textbook could not be obtained by the investigator.

Ontario's "Geography XI" emphasizes economic and physical geography.⁷³ The course is primarily concerned with the physical features, climate and vegetation of the earth and with the discussion of the primary, secondary, and tertiary industries in rural and urban economies. "Geography XII" is concerned with the physical, economic and human geography of eight areas from a choice of sixteen.⁷⁴

Pupils in Quebec Protestant, Nova Scotia and Newfoundland study world geography in Grade X.⁷⁵ Prince Edward Island's Grade IX course is titled "World Geography" but the study of Canada, the United States and Asia is not included in the course.⁷⁶ In New Brunswick, various world regions are discussed in Grade XI and XII in conjunction with the world history course.⁷⁷ Quebec Catholic students take a course in world geography in Grade VIII.⁷⁸

Regional geography courses and units are also very common. Alberta has a unit on the geography of the Commonwealth in Grade VIII

and a unit on the Western Hemisphere in Grade IX.⁷⁹ Saskatchewan's Grade VII program has topics on Commonwealth, European, and Asian geography.⁸⁰ The Grade IX geography course in Manitoba is concerned with the Southern lands.⁸¹ In Ontario, the United States and Latin America are studied in Grade VIII, the British Isles, Africa, Australia and Antarctica in Grade IX, and Eurasia in Grade X.⁸² Europe, Asia, Africa, and the Pacific in Grade IX and the Americas less Canada in Grade X are the courses in Quebec Catholic.⁸³ Eurasia is studied by students in the seventh grade in Quebec Protestant.⁸⁴ Students in Nova Scotia and Newfoundland study the Southern lands in Grade VIII and Eurasia in Grade IX.⁸⁵

In Prince Edward Island, the area of study is the United States and Latin America in Grade VII, and the Southern continents less South America in Grade VIII.⁸⁶ Students in New Brunswick take European geography in Grade VII and African, Asian, and Australian geography in Grade VIII.⁸⁷

Ancient and medieval history is normally introduced by a study of ancient geography. The topics are very brief and consist of a description of the physical features and the political boundaries of the areas of concern.

Some provinces have miscellaneous units which cannot be classified in the categories already mentioned. Alberta's Grade X course has an elective unit called "Ancient Geography."⁸⁸ The unit is a history of ancient geography. The Grade XI Social Studies has a follow-up unit which deals with the beginning of modern geography.⁸⁹ The unit deals

with the effect science has had on the field of geography.

Ontario's elective course "World Politics" has a topic on the effect of geography on the political development of a nation.⁹⁰

Quebec Protestant's Grade VIII course emphasizes the physical aspects of geography to such an extent that the course is actually a physical science.⁹¹ The course is concerned with the physical aspects of the planet earth and the earth as part of the solar system.

POLITICAL SCIENCE

Content from history and geography constitute the greater part of provincial social studies courses. As a rule, most of the political science materials are taught within a historical context.

There is great similarity in the provinces' choice of political science content. Two topics taught by all provinces are Canadian political developments and Canadian federalism. Table V lists the grades in which these topics are discussed. A comparison of Table V with Table III, shows that in most cases, Canadian political developments and Canadian federalism are discussed in the same years that Canadian history is the main theme of the social studies course. This would appear to indicate the provinces feel the two topics complement the study of Canadian history.

The titles vary: "Struggle for Responsible Government"⁹² or "Canada Becomes a Nation",⁹³ but the provinces discuss the same milestones in Canada's political development:

1. The Seigniorial system.

TABLE V

PROVINCES BY GRADES IN WHICH THE TOPICS CANADIAN
POLITICAL DEVELOPMENTS AND CANADIAN
FEDERALISM ARE DISCUSSED

PROVINCE	GRADES
British Columbia	VIII, XI
Alberta	VII, IX, X
Saskatchewan	VIII, XII
Manitoba	VIII, XI
Ontario	VII, VIII, X
Quebec (C)*	VII, VIII, IX
Quebec (P)*	X, XII
Nova Scotia	VII, XII
New Brunswick	VII, VIII, IX
Prince Edward Island	VII, VIII, X
Newfoundland	VII, VIII, IX

*

Abbreviations: Quebec (C) - Quebec Catholic
Quebec (P) - Quebec Protestant

2. British colonial government.
3. Representative government.
4. The Rebellion of Upper and Lower Canada.
5. Confederation.
6. Canada since Confederation.

Federalism is usually discussed within the context of the British North America Act. Some provinces stress local government. Alberta has a unit called "Governing Our Community" in Grade VII and another unit in Grade X dealing with "The Citizen and Local Government."⁹⁴ Newfoundland has a special course on local government.⁹⁵ Federalism is also stressed in the "Civics and Citizenship" courses of Manitoba, Quebec Catholic, New Brunswick, Prince Edward Island and Newfoundland.⁹⁶ The "Civics and Citizenship" courses also discuss what the provinces feel should be the citizen's role and responsibilities in society. Students in Ontario take a four to six week unit called "A Course in Government for Grade X."⁹⁷ The course includes (1) the operation of government in Canada, (2) the administration of justice, and (3) a comparison of American, British, and Canadian forms of government.

All provincial British history courses discuss the evolution of parliamentary democracy in England. Table IV lists the provinces which offer British history as the main theme of a course. The six provinces stress the struggle between King and Parliament, the reformers, and the reform bills. The provinces which do not offer British history have units on Britain's parliamentary evolution. British Columbia's Grade VIII course has a unit titled "Our British Background"

which has topics on the growth of self-government in England. "How Britain Developed a Democratic Government" is the title of a unit in Alberta's Grade VIII course.⁹⁹ The unit is an historical view of major political developments in Britain from 827 to 1928. Another unit in the same course gives a cursory summary of British influences on Canadian institutions. Such topics as free speech, parliamentary government, suffrage, and cabinet government are mentioned as influences.¹⁰⁰ A unit in Grade XI discusses the development of parliamentary government in Britain and Canada.¹⁰¹ Saskatchewan's unit I of the Grade VIII course titled "Our British Background" deals with Britain's parliamentary growth, the Reform Bills, and the system of law courts.¹⁰² The Reform movement in Britain 1800-1850 is discussed in Grade X.¹⁰³ Quebec Catholic devotes the least coverage to the growth of British parliamentary institutions. A topic "l'évolution de l'Angleterre" in Grade X mentions the monarchical-parliamentary struggle, Cromwell and the Republic, the 1688 revolution, and British parliamentary government.¹⁰⁴

International politics since 1945 is discussed by all provinces. Topics are usually within two contexts: (1) the conclusion of a world history course, and (2) Canada's role in international affairs as part of the Canadian history courses. The most popular topics are the United Nations and the cold war. All provinces make reference to conflicting political ideologies in their discussions of the cold war. Nova Scotia and Ontario differ from the others in providing a specific topic "Democracy and Communism", which includes a comparison of the theory and practice of both systems.¹⁰⁵

Three provinces have drawn up special courses which deal with international affairs. In Manitoba and Nova Scotia the course is called "Modern World Problems",¹⁰⁶ in Ontario "World Politics."¹⁰⁷ In Ontario and Nova Scotia the course is optional,¹⁰⁸ while in Manitoba students in the General program must take "Social Studies 301".¹⁰⁹

Although there are similarities in the three courses, they are basically different. Manitoba¹¹⁰ considers the following topics:

1. Nationalism and Internationalism.
2. State versus individual rights.
3. Population problems.
4. A regional study - in 1966-1967 South East Asia.

A final unit called "Towards One World" discusses the future of mankind keeping in mind the divisive and unifying factors which confront modern nations.

Ontario's¹¹¹ course has a different emphasis. Its basic concern is with governments:

1. Evolution of government.
2. Conflicting views of government: authoritarianism versus democracy.
3. Problems faced by the governments of newly emerging nations, and Western policy towards these nations.
4. Internationalism: problems and prospects.

Nova Scotia¹¹² organized its course around fifteen topics, some of which are:

1. Commonwealth survival.

2. The United Kingdom's proposed entry into the Common Market.
3. Canada's relationship to the Organization of American States.
4. China's (Communist) admittance to the United Nations.
5. The challenge of Communism.
6. The H-bomb test ban treaty.

Nova Scotia, Ontario, and Manitoba are the only provinces which devote a whole course to world problems. Alberta's Grade X course has an elective unit called "Contemporary World Problems."¹¹³ Four current world problems are to be studied over a four week period. British Columbia's "History 91"¹¹⁴ contains a good deal of material which could be called "problems." Topics include:

1. Democracy in Latin America.
2. Russia and the Communist experiment.
3. The United Nations and the fate of internationalism.

ECONOMICS

Courses in history, even more those in geography, include portions of economics materials. Parts of the social studies curriculum are, therefore, not labelled "economics" but nevertheless contain many economics facts or ideas.

To avoid repetition, economic geography will not be included in this discussion. The economic characteristics of areas are important in economic geography courses, but these have been previously analyzed in the geography section.

All provincial Canadian history courses, except Quebec Catholic,

stress the economic development of Canada. The fur trade, the fisheries, lumbering, reciprocity, prosperity and depression in the present century are the common topics. British Columbia, Alberta, Nova Scotia, and Newfoundland have units on the present day Canadian economy.¹¹⁵ Saskatchewan, Quebec Protestant, and New Brunswick have similar topics but the emphasis is placed upon the historical development of the Canadian economy.¹¹⁶

Apart from Canadian economic developments and economic geography, very little economics permeates social studies courses. Alberta appears to include more economics materials than the other provinces. Alberta has a unit on Commonwealth trade in Grade VIII, topics on business organizations and the labour movement in Grade IX,¹¹⁷ a unit on consumer education in Grade X, a unit on how science has affected our economic life in Grade XI, and a unit called "Canada and International Trade" in Grade XII.¹¹⁸ Unit VI of "Sociology 20" has topics on the economic system, labour-management relations, and the quest for economic security.¹¹⁹

Saskatchewan's Grade XII social studies course has topics on Canadian transportation, labour relations, and business organization problems.¹²⁰ The economic growth of the United States is discussed in Manitoba's Grade X history course.¹²¹ New Brunswick discusses United States-Canadian economic relations.¹²² Ontario's Grade X history course has a topic on British and American economic problems.¹²³

Seven provinces, British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia, and Newfoundland each have one course de-

voted exclusively to economics.¹²⁴ The courses are offered as options in the eleventh or twelfth grade.

The content selection of the seven courses is very similar. Table VI gives a list of the topics selected for study by the provinces. The table shows that the economics courses are organized around these themes:

1. The Definition and Importance of Economics.
2. Economic Systems.
3. Business Organization.
4. Labour.
5. Income, Saving, Investing, Budgeting.
6. Money, Banking, the Price System.
7. Factors of Production.
8. Trade.
9. Gross National Product.
10. The Role of Government.
11. Business Cycles.

British Columbia has two units, "Economics and Business" and "Current Events" which are unique among the courses.¹²⁵ The former unit is designed to familiarize students with problems that face the average business man. Keeping abreast of local, national and international happenings is the objective of the latter unit.

Manitoba has four units which do not appear in the other courses. These units are titled "Investment Markets", "Employers' Organizations", "Automation", and the "Economy of Manitoba".¹²⁶

TABLE VI

SUMMARY OF TOPICS IN THE ECONOMICS COURSES OF BRITISH
COLUMBIA, ALBERTA, SASKATCHEWAN, MANITOBA
ONTARIO, NOVA SCOTIA AND NEWFOUNDLAND

TOPICS	B.C.*	Alta.	Sask.	Man.	Ont.	N.S.	Nfld.
Definition-Importance	X	X	X	X		X	X
Economy Systems		X	X		X	X	X
Business Organizations	X	X	X	X	X	X	X
Labour**	X	X	X	X	X	X	X
Income-Employment	X	X	X	X	X	X	X
Money-Credit	X	X	X	X	X	X	X
Banking	X	X	X	X	X	X	X
Price System	X	X	X	X	X	X	X
Factors of Production	X	X	X	X	X	X	X
Trade	X	X	X	X	X	X	X
Saving, Investing, Budgeting	X	X		X		X	X
Gross National Product	X	X	X	X	X	X	X
Role of Governments	X	X	X	X	X	X	X
Business Cycles		X	X	X	X	X	
Aspects of Canadian Economy		X	X	X			
Marketing-Transportation	X						X

*

Abbreviations from left to right: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia and Newfoundland.

**

Labour includes the labour movement, labour organizations, and social legislation.

Ontario's unit on business law is also unique.¹²⁷ The purpose of the unit is to enlighten students on Canadian laws regarding business dealings. Newfoundland is the only province to discuss stages of economic development from primitive to industrialized societies.¹²⁸

SOCIOLOGY

Very little content from the discipline of sociology is utilized in the social studies programs of the provinces. Most sociological references are treated from an historical point of view. The range of topics is very limited. Alberta and Ontario are the only provinces which have separate sociology courses. In both provinces the course is optional.¹²⁹

All the provinces except Quebec Catholic discuss the social upheaval caused by the Industrial Revolution. It is common to look at social conditions prior to the Industrial Revolution, social conditions resulting from the Revolution, and attempts at social reform. The topic is normally discussed within the context of British history. Alberta is an exception. The topic is taken up in the unit on labour and industry in Grade IX.¹³⁰

Saskatchewan's world history courses take an historical look at social and intellectual developments in the seventeenth, eighteenth and nineteenth centuries.¹³¹ Manitoba's "Social Studies IX" course traces the changes in British society from Anglo-Saxon times to the present.¹³² That province's "Modern World Problems" course has a unit on supposed inferior and superior cultures and minority groups in Canada and other

countries.¹³³ In Ontario, twentieth century British social problems are discussed.¹³⁴

The Quebec Catholic Grade XI course makes an analysis of French-Canadian society.¹³⁵ The functions and role of "la famille Canadienne", "La paroisse Canadienne", and "la société Canadienne" are brought out. Also under consideration are British and American influences on French-Canadian society.

British Columbia's "Social Studies 30" has a unit called "The Peoples and Cultures of Canada".¹³⁶ The unit discusses: (1) the life and characteristics of various racial groups of Canada; (2) pressures on Canadian society; and (3) the arts, science, and recreation of Canadians.

Alberta's Grade VIII course has two units which are largely sociological.¹³⁷ The topics under consideration include: (1) the functions and responsibility of the family; (2) work and recreation; (3) Christian traditions of our society; and (4) American influences on Canadian society. The Grade IX unit called "The Effect of Industry on Home and Country Living" considers the family, the home and the community.¹³⁸ Another unit in the same course looks into man's cultural needs and how our homes and communities satisfy these needs.¹³⁹ In Grade X, an elective unit discusses the functions, problems, and needs of the family.¹⁴⁰

As was stated previously, Alberta and Ontario are the only two provinces which have separate courses in sociology. Alberta's "Sociology 20" considers these topics:¹⁴¹

1. The Science of Sociology
2. Man and his Environments - Interaction.

3. Cultures: past, present, ethnic and regional subcultures.
4. Groups in Socialization.
5. The Structure of Society.
6. Governmental Structures and the Economic Order.
7. Minorities in Society.
8. Marriage and the Family.
9. Crime, Punishment, and Delinquency.
10. Conservation of Human Resources.
11. Religion and the Ethical Drive.
12. The Future of Man.

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Ontario's "Man in Society" touches upon some of the same topics:

1. Social Institutions.
2. Society and Culture.
3. Individual Development and Learning.
4. Manners, Morals, and Law.
5. Social Structure.
6. The Individual and Society.
7. The Challenges of Contemporary Society.

The courses are an attempt "to lead the student to an understanding of some of the institutions and forces in contemporary life and to an assessment of his relationship to the society in which he lives."¹⁴³

CURRENT EVENTS

British Columbia, Alberta, Saskatchewan, Ontario, Quebec Catholic, Quebec Protestant, and Prince Edward Island refer to the study of

current events.¹⁴⁴ In British Columbia current events "can best be treated as an integral part of every unit."¹⁴⁵ The Alberta and Saskatchewan guides state that significant contemporary affairs should be discussed when interest is high.¹⁴⁶ Both provinces agree that an attempt should be made to relate the current events to the curriculum.

Prince Edward Island states that twenty to thirty minutes per week should be devoted to current affairs.¹⁴⁷ In Alberta up to one-fifth of the time might be spent on current events.¹⁴⁸ The Quebec Protestant guide states that "a short time weekly" is desirable.¹⁴⁹ The other provinces make no mention of any time factor.

ORGANIZATION OF THE CONTENT

Organization of the social studies courses by disciplines is characteristic of eight provinces: Manitoba, Ontario, Quebec Catholic, Quebec Protestant, New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland. In all eight provinces content from history and geography is organized into separate courses.

In Alberta and Saskatchewan the organization of courses is characterized by an attempt at the integration of subject matter from various disciplines. History and geography are emphasized in Saskatchewan. In Alberta the emphasis is also on history and geography but more disciplines are involved. The Grade IX social studies course is an example:¹⁵⁰

Theme: Canada in the Western World.

Unit I - Environment Affects Living.

TABLE VII

SUMMARY OF THE NUMBER OF ELECTIVE COURSES OFFERED IN THE
PROVINCES OF BRITISH COLUMBIA, ALBERTA, SASKATCHEWAN,
MANITOBA, ONTARIO, NOVA SCOTIA AND NEWFOUNDLAND*

PROVINCE	History	Geography	Economics	Political Science	Sociology	TOTAL
British Columbia	1	3	1			5
Alberta		1	1		1	3
Saskatchewan		2	1			3
Manitoba	3	4	1	1		9
Ontario			1	1	1	3
Nova Scotia			1	1		2
Newfoundland			1			1

* Quebec Catholic, Quebec Protestant, New Brunswick and Prince Edward Island do not offer elective courses in the social studies.

SUMMARY

History and geography comprise the largest portion of content in the social studies. Canadian history and geography are stressed by all provinces. World history, ancient and medieval history, and British history are also emphasized. Manitoba is the only province which has United States history as the main theme of a course, but all other provinces have topics on United States development. Miscellaneous units and/or topics appear on Latin American, African, and Asian history but these are usually cursory glances at the areas.

World geography is common to all provinces. Regional geography courses are also common with particular emphasis on Europe, Asia, and Latin America. Africa and the Middle East seem to receive the least coverage.

Miscellaneous topics include the history of geography (Alberta) and the effect of geography on the political development of nations (Ontario).

All provinces discuss: (1) Canadian political developments; (2) federalism; (3) the evolution of British political institutions; and (4) international political developments since 1945. Five provinces, Manitoba, Quebec Catholic, New Brunswick, Prince Edward Island, and Newfoundland have "Civics and Citizenship" courses. Three provinces, Ontario, Nova Scotia, and Manitoba have separate courses in international politics since 1945.

Economics is usually taught within a geographic or historic frame of reference. Seven provinces, British Columbia, Alberta,

Saskatchewan, Manitoba, Ontario, Nova Scotia and Newfoundland have separate, elective courses in economics. The courses are quite similar, and are based on such topics as business organizations, economic systems, labour, trade, the price system, and the factors of production.

Sociological materials form a negligible portion of the social studies curricula in Canada. Isolated topics appear but no pattern can be discerned. Alberta and Ontario have separate, elective courses which have a sociological emphasis. The two courses are similar, and have such topics as the structure of society, social institutions, society and culture, and crime, punishment, and delinquency.

Seven provinces, British Columbia, Alberta, Saskatchewan, Ontario, Quebec Catholic, Quebec Protestant, and Prince Edward Island, mention that the study of contemporary affairs is an important part of the social studies program.

Geography and history are organized into separate courses in eight of the provincial systems. In Alberta and Saskatchewan the organization of courses is characterized by an integration of subject matter from various disciplines. British Columbia has separate courses in history and geography as well as interdisciplinary courses. All provinces except Quebec Catholic, Quebec Protestant, New Brunswick and Prince Edward Island have elective courses organized by disciplines.

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CHAPTER IV

SOCIAL STUDIES REQUIREMENTS AND TIME ALLOTMENTS

Provincial authorities in the field of education stipulate the subject requirements to complete a given school program. In addition to this, it is the usual practice for the province to define the amount of instructional time to be devoted to a particular subject. The present chapter deals with social studies requirements and time allotments in the University Entrance, Vocational and General programs of the provinces.

A University Entrance program is designed to qualify a student for entry into a university. A program which prepares a student for an occupation is called Vocational. The "Technical and Vocational Training Assistance Act" of 1960 authorized the federal government to contribute towards the capital expenditure and operating costs of vocational education.¹ Aid would be given school systems where full-time courses spend a minimum of fifty per cent of instructional time preparing for an occupation.² Therefore, this study considers a vocational program to be one which provides a minimum of fifty per cent of instructional time in vocational courses. A General program is one which does not prepare a student for entry to a university nor contain sufficient vocational courses to meet the fifty per cent requirement.

The basic sources of data for this chapter were provincial curriculum guides and/or administrative handbooks. These sources, however, gave no indication of the length of the school year. This information was obtained through correspondence with the departments of education.

To calculate the hours of instructional time in the social studies, Wangerin's³ formula was used:

$$\frac{\text{minutes per class period} \times \text{periods per week} \times \text{weeks per year}}{60 \text{ minutes}} = \frac{\text{clock hours}}{\text{one year}}$$

The amount of time spent in social studies instruction per week multiplied by the weeks in the school year yielded the total amount of instructional time for the year. The addition of the yearly totals yielded the grand total of instructional time spent in the social studies in a particular program.

UNIVERSITY ENTRANCE PROGRAMS

Table VIII summarizes the social studies requirements and time allotments in the University Entrance program. "Hours of Social Studies Instruction" is a cumulative total of the number of hours spent in social studies instruction while in the University program. "Per cent of Total Time" refers to the amount of time spent in social studies instruction in relation to the total amount of time spent in instruction in all the subjects in the program. The provinces are ranked from high to low in hours of social studies instruction.

Seven provinces, New Brunswick, Ontario, Alberta, Saskatchewan, Prince Edward Island, Nova Scotia, and Quebec Protestant require students to take six social studies courses.⁴ Quebec Catholic and Newfoundland require that one social studies course be taken every year of the program, but the terminal high school year in these provinces is Grade XI,⁵ and the students, therefore, take five courses. Manitoba and British Columbia

do not require students to take a social studies course in the final year of the University Entrance program.⁶

The amount of time spent in social studies instruction varies from 836 hours in Newfoundland to 323 hours in Quebec Catholic, a range of 510 hours. A child in Newfoundland, therefore, receives approximately two and a half times as many hours of social studies instruction as a child in Quebec Catholic although students in each of these provinces are required to take five courses to complete the program. The mean time spent in social studies instruction for all provinces is 674 hours. British Columbia, Manitoba, Quebec Protestant and Quebec Catholic are below the mean. Of the four provinces below the mean only Quebec Protestant requires six courses. Of the four provinces which require five courses, only Newfoundland is above the mean.

Seventeen per cent of Newfoundland's instructional time is spent in the social studies. Quebec Catholic is lowest at approximately six per cent. The mean time spent in social studies instruction is 12.61 per cent. British Columbia, Manitoba, Quebec Protestant, and Quebec Catholic are below the mean.

It should be noted that there is no distinct relationship between ranking in "Hours of Social Studies Instruction" and ranking in "Per Cent of Total Time". Varying lengths of time in the school day and in the school year means that a one per cent unit of time in one province may not equal the same length of time as a one per cent unit in another province. For example, Saskatchewan and Ontario each devote thirteen per cent of their instructional time to the social studies but students

TABLE VIII

PROVINCES BY NUMBER OF REQUIRED COURSES IN THE SOCIAL STUDIES,
TOTAL CLOCK HOURS OF REQUIRED INSTRUCTION, AND PERCENTAGE OF
TOTAL INSTRUCTIONAL TIME IN THE UNIVERSITY PROGRAM

PROVINCE	Number of Required Courses	Hours of Social Studies	Per Cent of Total Time
Newfoundland*	5	836	17.0
New Brunswick	6	819	14.7
Ontario	6	798	13.0
Saskatchewan	6	780	13.0
Alberta	6	755	13.7
Prince Edward Island	6	720	16.0
Nova Scotia	6	684	13.5
British Columbia	5	630	11.0
Manitoba	5	599	10.2
Quebec Protestant	6	469	11.0
Quebec Catholic*	5	323	5.7
Mean		674	12.61
Range		513	11.30

*

High School leaving at Grade XI.

in Ontario spend more hours in the classroom.

VOCATIONAL PROGRAMS

Table IX summarizes the social studies requirements and time allotments in the vocational program. Seven provinces offered vocational programs which met the criteria set down by the investigator. Four provinces, New Brunswick, Ontario, Saskatchewan, and Nova Scotia require six social studies courses.⁷ Five courses are required in Alberta, British Columbia, and Manitoba.⁸

The amount of time spent in social studies instruction varies from 819 hours in New Brunswick to 599 hours in Manitoba, a range of 220 hours and a difference of twenty-seven per cent. The mean time spent in instruction for the seven provinces is 707 hours. New Brunswick, Ontario and Saskatchewan are above the mean, Nova Scotia, Alberta, Manitoba, and British Columbia are below.

New Brunswick devotes 14.7 per cent of its total instructional time to the social studies. Manitoba is the lowest at 10.2 per cent. Alberta, British Columbia, and Manitoba are below the mean of 12.37 per cent.

GENERAL PROGRAMS

Table X summarizes the social studies requirements and time allotments in the general program. Ontario, Saskatchewan, Manitoba, and Nova Scotia require six courses to complete the general program;⁹ Alberta,

TABLE IX

PROVINCES BY NUMBER OF REQUIRED COURSES IN THE SOCIAL STUDIES,
TOTAL CLOCK HOURS OF REQUIRED INSTRUCTION, AND PERCENTAGE OF
TOTAL INSTRUCTIONAL TIME IN THE VOCATIONAL PROGRAM

PROVINCE	Number of Required Courses	Hours of Social Studies	Per Cent of Total Time
New Brunswick	6	819	14.7
Ontario	6	798	13.0
Saskatchewan	6	780	13.0
Nova Scotia	6	684	13.5
Alberta	5	642	11.2
British Columbia	5	630	11.0
Manitoba	5	599	10.2
Quebec Catholic*	-	-	-
Quebec Protestant*	-	-	-
Prince Edward Island**	-	-	-
Newfoundland*	-	-	-
Mean		707	12.37
Range		220	4.5

*

These provinces offer vocational courses but not enough to be considered a full vocational program.

**

Prince Edward Island has no vocational program or courses.

TABLE X

PROVINCES BY NUMBER OF REQUIRED COURSES IN THE SOCIAL STUDIES,
TOTAL CLOCK HOURS OF REQUIRED INSTRUCTION, AND PERCENTAGE OF
TOTAL INSTRUCTIONAL TIME IN THE GENERAL PROGRAM

PROVINCE	Number of Required Courses	Hours of Social Studies	Per Cent of Total Time
Ontario	6	798	13.0
Saskatchewan	6	780	13.0
Manitoba	6	716	12.5
Nova Scotia	6	684	13.5
Alberta	5	642	11.2
British Columbia	5	630	11.0
Newfoundland	2	399	8.0
Quebec Catholic	5	323	5.7
Quebec Protestant	3	278	6.0
New Brunswick*	-	-	-
Prince Edward Island*	-	-	-
Mean**		583	10.60
Range**		520	7.8

*

These provinces have one academic route leading to university matriculation only.

**

Mean and Range scores do not include those provinces which do not have a general program.

British Columbia, and Quebec Catholic five courses;¹⁰ Quebec Protestant three courses;¹¹ and Newfoundland two social studies courses.¹²

The total instructional time in the social studies varies from 798 hours in Ontario to 278 hours in Quebec Protestant, a range of 520 hours. Therefore, approximately three times (2.9) as many hours of instructional time is given in Ontario as in Quebec Protestant in the general program. The mean time spent in instruction is 583 hours. Newfoundland, Quebec Catholic and Quebec Protestant are below the mean.

Nova Scotia devotes 13.5 per cent of its total instructional time to the social studies in the general program. Quebec Catholic devotes the least proportion at six per cent. The mean time for the nine provinces is 10.6 per cent. Newfoundland, Quebec Catholic and Quebec Protestant are below the mean.

GENERAL COMPARISONS

A survey of Table XI reveals that six provinces, Ontario, Saskatchewan, Nova Scotia, British Columbia, New Brunswick and Quebec Catholic do not change their social studies requirements and time allotments from one program to another. However, New Brunswick does not have a General program nor does Quebec Catholic have a Vocational program. Alberta, Newfoundland, and Quebec Protestant require more social studies in the University Entrance program. Neither Newfoundland nor Quebec Protestant have Vocational programs. Manitoba is the only province which requires more social studies in the General program than in the University Entrance program.

TABLE XI

PROVINCES BY NUMBER OF REQUIRED COURSES IN THE SOCIAL STUDIES,
TOTAL CLOCK HOURS OF REQUIRED INSTRUCTION AND PERCENTAGE OF
INSTRUCTIONAL TIME IN THE UNIVERSITY, VOCATIONAL,
AND GENERAL PROGRAMS

PROVINCE	Number of required courses			Hours of Social Studies Instruction			Per Cent of Total Time		
	U	V	G	U	V	G	U	V	G
Newfoundland	5	-	2	836	-	399	17.0	-	8.0
New Brunswick	6	6	-	819	819	-	14.7	14.7	-
Ontario	6	6	6	798	798	798	13.0	13.0	13.0
Saskatchewan	6	6	6	780	780	780	13.0	13.0	13.0
Alberta	6	5	5	755	642	642	13.7	11.2	11.2
Prince Edward Island	6	-	-	720	-	-	16.0	-	-
Nova Scotia	6	6	6	684	684	684	13.5	13.5	13.5
British Columbia	5	5	5	630	630	630	11.0	11.0	11.0
Manitoba	5	5	6	599	599	716	10.2	10.2	12.5
Quebec Protestant	6	-	3	469	-	278	11.0	-	6.0
Quebec Catholic	5	-	5	323	-	323	5.7	-	5.7
Mean				674	707	583	12.61	12.37	10.60
Range				513	220	520	11.3	4.5	7.8

Abbreviations: "U" - University

"V" - Vocational

"G" - General

The majority of the provinces require a course per year in the University Entrance and Vocational programs. The exceptions are British Columbia and Manitoba in the University program and Alberta, British Columbia, and Manitoba in the Vocational program. In the General program, Ontario, Saskatchewan, Nova Scotia, Manitoba, and Quebec Catholic require that a social studies course be taken every year of the program. Students in the General program in Alberta and British Columbia take five social studies courses, in Quebec Protestant three courses and in Newfoundland two courses.

The mean hours of social studies instruction is highest in the Vocational program at 707 hours as compared to 674 in the University Entrance program and 583 hours in the General program. The range of instructional hours in social studies is quite similar in the University Entrance and General programs at 510 and 520 hours respectively, but the range in the Vocational program is less at 220 hours.

Seventeen per cent of Newfoundland's total instructional time in the University Entrance program is in the social studies. Quebec Catholic is lowest at 5.7 per cent, a range of 11.3 per cent. The mean for all the provinces is 12.61 per cent. This compares with a mean of 10.60 per cent and a range of 7.8 per cent in the General programs and a mean of 12.37 per cent and a range of 4.5 per cent in the Vocational programs.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

This investigation into secondary school social studies programs of the provinces of Canada has been concerned with determining and comparing objectives, content, and requirements in the social studies.

There appears to be uniformity in the objectives of the social studies. Citizenship is the major goal of social studies instruction in Canada. Respect and tolerance of others, appreciation of the historical heritage, and a commitment to the democratic ethic are also values and attitudes mentioned frequently by a majority of the provinces. All provinces agree that the social studies should provide a body of sound factual knowledge. Few provinces give any criteria for the selection of content except that facts should be "meaningful". Most provinces emphasize historical and geographical knowledge. Lesser emphasis is placed on the other disciplines in the social studies.

Most provinces emphasize skill development in the social studies. The province of New Brunswick is the only province which does not mention skill development in its curriculum guide. The western provinces generally discuss skill development more intensively than the eastern provinces. Critical thinking, interpretation of graphic materials and oral and written communication are the skills most often mentioned by the provinces.

Several observations can be made about the objectives of the social studies. First, the social studies objectives are vaguely

written and, therefore, open to many possible interpretations. All provinces list "Citizenship" as an objective but not one province has defined the term. What does a "Commitment to the democratic ethic" entail? Is "respect for others" and "tolerance" of others the same thing? Secondly, the provinces make an assumption that there is a strong relationship between knowledge and commitment to action. The assumption has been questioned by those who feel that knowledge does not necessarily lead to value held. For example, does knowledge of the democratic processes make one act more democratically? Thirdly, most provinces do not discuss the relationship of "critical thinking" to the objective of "inculcation of values". The two objectives would appear to be logically contradictory.

There appears to be substantial similarity in the subject matter of the social studies courses. The provincial curricula show a definite orientation to historical and geographical knowledge. Topics in economics, political science, and sociology are usually interpreted from the historian's point of view.

"Canada" is the main theme of at least two social studies courses in every province. All provinces have a course in modern world history. All provinces except Alberta have an ancient and medieval history course, although Alberta's Grade X course has a unit on ancient and medieval history. This means, therefore, that in the six year period under investigation basically the same content is taught for four years. In addition to this, seven provinces have a British history course. Thus the history content of the provincial social studies courses shows a great

deal of similarity.

The trends in geography are less clear. All provinces stress the physical, economic and human geography of Canada, but the length of the courses and units varies greatly. Manitoba and Ontario have units of study on the local region while others such as Quebec Catholic and British Columbia have entire courses on the home province. World geography is also emphasized by all provinces. Regional geography courses of Europe, the southern continents, and Asia are common to a majority of the provinces.

All provinces have topics on Canadian political developments, Canadian federalism, and Canada's role in international affairs since the war. Every province mentions British constitutional developments although the topic in Quebec Catholic is not discussed at great length. Three provinces, Manitoba, Ontario and Nova Scotia, have courses in international political affairs since 1945.

The social studies courses draw very little content from the discipline of economics. Economics is usually taught within the context of geography or history. British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia, and Newfoundland each have an elective course in economics. The courses are based on such themes as business organizations, the banking system, labour, factors of production, and the price system.

Sociological content forms the least part of the social studies courses. Isolated units or topics appear but no pattern can be discerned. Two provinces, Alberta and Ontario, have separate, elective courses in sociology.

While the investigation has shown that definite similarity exists in the subject matter of the provincial social studies programs the province of Quebec Catholic must be considered the exception. Two basic differences exist between Quebec Catholic and the other provinces: (1) the range of the social studies topics is more limited; and (2) there is a greater emphasis on the home province.

Organization by disciplines is the most common form of social studies course organization. Alberta, Saskatchewan, and British Columbia, however, are the exceptions and attempt to integrate materials from two or more disciplines. Those provinces which offer elective social studies courses, British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia, and Newfoundland, organize the courses by disciplines rather than by using an interdisciplinary approach.

The provinces show similarity in the course requirements to complete the University Entrance and Vocational programs. Students are generally required to take one social studies course per year while in each program. There is more diversity in the requirements in the General program. For example, Ontario requires six courses while Newfoundland requires only two.

The greatest difference in provincial social studies programs appears in the time allotments. The range of hours of required instruction in the three school programs is as follows:

1. University Entrance, 323 hours in Quebec Catholic to 836 hours in Newfoundland.
2. Vocational, 599 hours in Manitoba to 819 hours in New Brunswick.

3. General, 278 hours in Quebec Protestant to 798 hours in Ontario.

The range of time devoted to the social studies appears to be so great that it is impossible to make a definite statement as to whether the students in the various provinces are in fact taking the same courses. If it is agreed that similarity exists in objectives and content in the social studies, then one can only assume that there must be a significant difference in the depth and intensity of study in the various subject matter areas.

II. RECOMMENDATIONS

1. It would seem advisable for provincial curriculum makers to formulate objectives that are more practical, concrete, and achievable. Present objectives in the field of social studies tend to be too general if not vague and nebulous. Objectives should reflect the changing values and problems of our society and relate to the social environment in which the student lives. Implied in this suggestion is that there should be a continuous reassessment of objectives based upon social analysis which will help in identifying the changing nature of our society.
2. Content, too, must reflect the changing values and problems of our society. Students deserve an education for the world they live in rather than one of a past era. It is recommended, therefore, that the content of social studies programs should include a balanced selection of subject matter from history, geography

and the contemporary social sciences. It would seem that the over-emphasis on history and geography leads to a warped curriculum, a curriculum which neglects some of the significant elements in the student's education.

3. The Canadian provinces as a whole offer very few elective courses in the social studies. It is recommended, therefore, that all provinces develop elective courses so as to help meet the needs, interests and abilities of the students.
4. It is recommended that more attention be given non-western cultures. The curriculum which neglects the world beyond our borders will produce citizens who are ignorant of the influences that may determine much of our nation's future.
5. Because there is definite similarity in the subject matter of provincial social studies curricula, it is recommended that there be an inter-provincial agreement to teach a broad, yet specified area of social studies content in a designated year of the secondary school program. For example, Canadian history should be taught in the same grade in all provinces. This recommendation, if carried out, would facilitate the transfer of students from one province to another.
6. The findings of this study suggest further research areas. First, an investigation is needed into why such a disparity exists in the time allotted to the social studies in the various provinces. This would entail an analysis of the criteria by the provinces in determining time allotments. The analysis

might reveal the role the social studies plays in the total educational program of the provinces.

Secondly, an investigation is needed into the advantages and disadvantages of various methods of social studies course organization.

Thirdly, it is hoped that periodic comparisons of provincial social studies curricula might be undertaken so as to indicate what is being taught at that point in time and to provide information as to trends in social studies curriculum development.

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